

Training for Personal Care Staff
in
North Carolina Licensed
Adult Care Homes --10A NCAC 13F
&
Family Care Homes -- 10A NCAC 13G

**Introduction to Teaching the
80-Hour Training Curriculum**

Published By

NORTH CAROLINA DEPARTMENT OF HEALTH AND HUMAN SERVICES
DIVISION OF HEALTH SERVICE REGULATION
ADULT CARE LICENSURE SECTION

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PREFACE

The content in this curriculum will provide personal care staff and those who directly supervise them information in providing care to residents in adult/family care homes. This curriculum has been specifically designed to meet the 80-hour state requirement for personal care staff training.

The 80-hour course contains content on practical knowledge, skills; cognitive, behavioral, social care; residents' rights and safety; basic nursing skills; techniques for providing care and knowledge and concepts related to observation and documentation; a skills lab for more concentrated practice with special health related tasks and a supervised practical experience for in-depth practice of skills.

The expected outcomes in each section are clearly stated. The unit content is arranged in a logical, orderly development to ensure that students develop the necessary knowledge, skills and abilities to provide high quality care for residents. This design not only ensures that all students receive the same basic information; it allows students to advance in the program of study and earn credit for prior experience when they successfully demonstrate competency at the previous level. Minimum competencies for evaluation of skill attainment and a clinical practice evaluation tool are included to ensure consistency in performance abilities.

An equally important consideration in the design surrounds the setting for the supervised field experience. Instructors are encouraged to use an adult care or family care home for practical experience. Instructors should select a setting similar to or within the employing facility. When a familiar setting is chosen less time is required for the orientation phase. Forming relationships is less intimidating for the students since they are familiar with the residents and daily routines in the facility. Residents respond in an equally positive way when they are cared for by personal care staff who know them.

INTRODUCTION

The purpose of this curriculum and teaching guide is to assist nurses, educational instructors or other groups who plan, organize and provide the needed training for personal care staff working in adult/family care homes. If used as recommended, the content outlines, competency testing instruments and clinical skills competency evaluation tools incorporate all the training requirements as specified in law. All content is considered generic and necessary to provide a general range of services related to the personal care needs of residents

In preparing a plan to implement this curriculum, instructors are cautioned not to eliminate content in the outlines simply to accommodate additional topics not mandated by law. Students are required to complete both the classroom and practical field experiences sections of the curriculum.

An estimate of time needed to complete the content has been included for each section; however, based on the specific knowledge, skills and cultural backgrounds of the students, the recommended time may not be enough for completion of all of the activities. Time can be adjusted upwards to meet individual learning needs. Content may also be shifted within the units to accommodate instructor preference or guest lecture support. The time allotment for class content and clinical practice may not be less than the time specified in law.

Instructors should select the most useful audio-visual, internet websites and written resources to assist the students. For some students, additional time will be necessary in order to achieve the desired and expected outcomes as some may have a low reading ability or limited reading experience while others may have had a disadvantaged educational background. Accordingly, instructors will be required to adjust the teaching/learning methods to accommodate the individual student's learning needs.

Training for Personal Care Staff
in
Adult /Family Care Homes

**Policies, Procedures and
Guidelines**

IMPLEMENTATION GUIDELINES

This part of the manual offers guidelines that will be useful to administrators and nursing instructors in planning and developing the personal care staff training course and competency evaluation requirements.

Rules and Regulations by the Department of Health and Human Services

The content and teaching requirements of this instructor's manual reflect the legislative mandate "to ensure that adult/family care homes provide services that encourage every resident's quality of life, autonomy, privacy, independence, respect and dignity." This training course was developed in accordance with North Carolina General Statute [131D-4.3 \(a\) \(2\)](#) and the rules under [10A NCAC 13F .0502](#) and [10A NCAC 13G .0502](#), to address the 80-hour training program content and approval and the required hours of training.

Courses/Content Requirements

Instructional content, competencies, objectives, references, textbooks, equipment, supplies, and skills/competency evaluation checklist are included for the personal care staff training. Forms that may be used in lesson planning and student evaluation are also included. The "Skills/Competency Evaluation Record" and the "Certificate of Successful Completion" forms must be used. Substitution may occur provided all information is included. The course requires a minimum of 34-hours of classroom instruction and 34-hours of supervised clinical instruction. Please note that laboratory is a part of the classroom instruction.

Class Size

The number of students in this program should be determined according to instructional resources, availability of instructors, space and equipment requirements, clinical site limitations, and student characteristics. Adequate clinical/laboratory facilities must be available for practicing skills to achieve competency. Additionally, an instructor/student ratio of no more than 1:10 assures proper assistance and supervision in the clinical/laboratory setting. In some learning sites, the instructor/student ratio will be less due to the number of students who can be admitted and the number and types of residents needing care.

Space/Equipment

Adequate space for the classroom and laboratory portions of this training should be obtained prior to the beginning of the course. Space/equipment requirements will be dependent upon the number of students enrolled in the training. A list of suggested equipment and supplies have been developed and may be found along with the instructional content for each course. Additional supplies or equipment may be added as is required to meet the needs of the students in obtaining skill competency.

Clinical Experiences

Clinical learning experiences provide the student the opportunity to practice and master skills learned through didactic instruction and laboratory demonstration and practice. Arrangements for an adequate clinical experience for each student needs are to be made prior to the initiation of the training. Clinical site(s) which would be appropriate include the following: assisted living residences, skilled nursing facilities, intermediate care facilities, geriatric/medical units at a state psychiatric facility, and private residences. One site or multiple sites may be used depending on the course objectives and individual student needs. Clinical site selection, when possible, should reflect the potential for future employment for the students by that type of site in a particular community. Arrangements at clinical sites may include determining the number of students a site will utilize, residents' schedules, supervision requirements, orientation to the site, student liability insurance, parking, meal costs, work assignments, and student medical/health information. It is required that colleges document clinical arrangements in a letter of agreement or in a contract.

It is important that clinical experiences be maintained at no more than a 1:10 instructor to student ratio. All students at the clinical site should wear some form of identification that designates them as an assisted living residence personal care training student.

Clinical Practice/Skill Development Checklist

The purpose of the clinical portion of this training is to develop skill performance to the competency level. In order to assist the instructor and student in assessing this skill development, a skills/competency evaluation checklist has been designed that identifies specific performance areas. The asterisks in the competency/skills column of the course outline indicates a need for the instructor to develop a written evaluation of the test item. Satisfactory completion of this training shall be contingent upon the correct demonstration of the skills on the skills/competency evaluation checklist and the written or oral test.

A skills/competency evaluation checklist should be kept on each student enrolled in any course. The instructor should document the performance of each skill by dating and initialing the checklist in the space allowed. These checklists should be kept in a timely manner so that the progress of each student can be substantiated at any time during the training.

Skill/Competency Evaluation, Testing and Evaluation Requirements

Written examinations or other comparable testing (such as by oral or visual means for students lacking reading or writing ability) may be used to evaluate the knowledge portion of the courses. Satisfactory skill performance on all of the skills in each major category is required for completion of the skill/competency evaluation. Skill/competency evaluations may be completed in the nursing skills laboratory when not available in the clinical sites. Skill demonstration should be performed on a human being or anatomically correct mannequin if a person is not available.

Certificates for Course Achievement

Certificates of successful completion of course requirements must be awarded to graduates who successfully complete the written and skill/competency evaluation and other course requirements. This certificate should be provided to each graduate. It will be used to validate training. Documentation of knowledge and skills attainment is critical for future tracking of graduates and validation of training. Facilities should maintain a copy of the certificate in their personnel files.

Teaching/Learning Resources

Instructors are encouraged to follow the units as outlined in this guide. Reference materials are identified for each section within the outline units. Additional instructional materials may be found through the community libraries, area health education centers, and other current resource materials and media. The use of audio/visual resources is encouraged. There will be students with limited or no reading and writing skills.

Textbooks/Procedures Manuals

Textbooks, procedures manuals and study guides are highly recommended for the teaching/learning of this course. A list of references and textbooks that may be helpful in course planning and implementation are included in the instructional content and competencies/skills for each unit and in the bibliography. Later additions of any of the resources can be used as well as resources with comparable information such as NAI manuals, textbooks or internet websites.

Faculty Qualifications and Responsibilities

This course may be taught using a psychologist, mental health professional, other allied health professional or a social worker where appropriate in addition to a registered nurse. A registered nurse is responsible for teaching all health care related tasks and for verification of satisfactory completion, by students, of all units including clinical supervision and skill/competency evaluations. The registered nurse who has the responsibility for program administration and/or the lead instructor should also be responsible for obtaining course and clinical site approvals; verification of faculty qualifications; submission of information to the Adult Care Licensure Section; and approval of graduates for certificates of successful completion.

The following faculty qualifications apply for all full-time and part-time nursing instructors for all adult/family care home personal care staff:

1. Currently licensed as a registered nurse in North Carolina (unencumbered)
2. At least two years of direct patient care with some mental health and/or geriatric experiences
3. Demonstrated competency to teach adult students

EVALUATION GUIDELINES

Instructors will be expected to satisfactorily complete **all** aspects of **each** of the skills/competencies listed to ensure successful completion of this training program.

Each student is allowed three attempts at the procedure in the laboratory. No student will be allowed a second attempt at the procedure in the clinical setting until they have successfully demonstrated competence in the classroom/laboratory.

A satisfactory grade means that the student:

1. Performed the skill unassisted according to established guidelines
2. Explained procedure to the resident and communicated appropriately during the procedure
3. Explained to the instructor, prior to or after the procedure, what he/she was doing and why he/she was performing the procedure in a particular manner
4. Incorporated the principles of good body mechanics, medical asepsis, and patient safety and privacy

An unsatisfactory grade means the student:

1. Did not perform the skill unassisted and according to established guidelines
2. Did not explain the procedure to the resident and communicate appropriately during the procedure
3. Did not explain to the instructor, prior to or after the procedure, what he/she was doing and why he/she was performing the procedure in a particular manner
4. Did not incorporate the principles of good body mechanic, medical asepsis, and patient safety and privacy

INSTRUCTOR APPLICATION GUIDELINES

Instructors providing the 80-hour personal care training for adult/family care home staff must be approved by the Division of Health Service Regulation. For approval, the application on the next page must be completed and sent to the Adult Care Licensure Section, 2708 Mail Service Center, Raleigh, NC 27699-2708, along with the instructors' resumes and a copy of the certificate to be issued to the students upon successful completion of the training. When certificates are issued, please make sure they indicate the total number of hours completed.

Before completing the application, please read Rules 10A NCAC 13F .0501-.0502 and 10A NCAC 13G .0501-.0502 in the supplementary materials, with particular attention paid to the requirement for the instructor. All adult care and family care homes are required to have staff trained at a minimum of 80 hours.

**80-hour Personal Care Training Instructor Application
(Adult Care Homes and Family Care Homes)**

Name of Applicant (Individual or Business) _____

Address _____

Phone # _____ Fax # _____ County _____

Email Address _____

Name of Instructor(s) followed by RN license number:

Training Program Details:

Number of Classroom Hours: Live Instruction Hours: _____ Self-Study Hours: _____

Number of Lab & Clinical Hours: Skills Lab Hours: _____ Clinical/Practicum Hours: _____

Location of Classroom _____

Location of Clinical Site _____

Name & Contact Information (phone and email) of Program Coordinator if other than instructor _____

Attach resume or CV of all instructor(s) listed and a copy of certificates of successful completion of training. Also attach a brief description and philosophy of your training program, and allocation of training, skills lab, and practicum hours.

I CERTIFY THAT THE INFORMATION IN THIS APPLICATION, INCLUDING ATTACHMENTS, ACCURATELY REPRESENTS THE 80-HOUR PERSONAL CARE TRAINING PROGRAM FOR WHICH THE APPROVAL OF THE NORTH CAROLINA DIVISION OF HEALTH SERVICE REGULATION IS BEING REQUESTED.

Signature of Applicant

Date

Applications and required documents should be mailed to:
Division of Health Service Regulation, Adult Care Licensure Section
Attention: Training Department
2708 Mail Service Center, Raleigh, NC 27699-2708

FOR OFFICE USE ONLY-DO NOT WRITE BELOW THIS LINE

PROGRAM APPROVAL

PROGRAM APPROVAL WITH STIPULATIONS

PROGRAM NOT APPROVED

REVIEWED BY:

Signature

Date

Please notify the DHSR Adult Care Licensure Section office of any proposed changes to the program, including instructors, or if you no longer plan to teach the course.

**ADULT/FAMILY CARE HOME PERSONAL CARE STAFF
SKILLS/COMPETENCIES EVALUATION RECORD**

Name: _____
(First) (M.I.) (Last) (Maiden)

Address: _____
(Street or Post Office Box)

(City) (State) (Zip)

Clinical Site(s): _____

Date Course Started: _____ Date course ended: _____

Hours of: Class _____ Lab _____ Clinical _____ Total _____

Grade: Class _____ Lab _____ Clinical _____ Total _____

RN Instructor: _____
(Name – Please Print)

Completion Certificate Awarded: _____
(Date)

(RN Signature) (Date)

Comments: _____

NOTE: to be kept on file by instructor for 5 years (or some form of similar documentation).

SUGGESTED EQUIPMENT AND SUPPLIES

The basic lab set-up and the list of equipment, supplies, and tools that follows are necessary for providing the classroom/lab portion of an 80 Hour Personal Care Training Course. Instructors are encouraged to update the list to meet individual teaching/learning needs.

Basic Lab Setup:

- Bed (electric and/or manual operation)
- Bedside stand
- Call bell
- Folding screen or curtains
- Footstool
- Laundry hamper
- Linen for each bed unit (sheets, mattress cover, pillow cases, blankets, bedspread)
- Sink
- Trash can
- Wheelchair

Equipment and Supplies:

- Cleaning solutions
- Denture cup
- Disposable gloves
- Disposable/electric shaver and shaving cream
- Feeding utensils
- Food tray setup (plates, cups, utensils, etc.)
- Hair shampooing equipment
- Lotion
- Nail clippers/files
- Pillow
- Plastic bags
- Resident clothes
- Restraint
- Sample prosthetic corrective device
- Sink
- Soap dish
- Toilet paper
- Toothbrush/toothpaste/mouthwash
- Towel
- Walker, crutches, cane
- Washcloth

PROGRAM PHILOSOPY

Instruction should be directed toward ensuring and enhancing the quality of life of residents living in adult/family care homes. This instruction should promote maximum independence and dignity for residents in need of assistance with activities of daily living or supervision due to functional limitations caused by aging and/or physical and intellectual disabilities. The importance of helping persons to retain their self-esteem while supporting them to maintain or regain optimum levels of functioning is the foundation upon which students build their skills and knowledge.

Throughout the training program, the focus should be on the individuality of each resident and the well-being of the whole person. The importance of emphasizing the emotional aspect of care and of establishing effective communication skills is integral to providing safe and competent care. These concepts are threaded throughout this curriculum. Additionally, basic restorative services are a unifying element introduced in the program.

PATTERNS OF TRAINING

A variety of options is available for designing the live instruction/self-study and clinical portions of this course. Before deciding which pattern to use, instructors are encouraged to consider the individual student's ability to complete the course requirements. Students will be asked to read from an approved textbook, internet websites, view audio-visual material and prepare for live instruction discussion or role-playing sessions. Ability to complete these tasks is dependent on the students' past educational experience as well as the training resources available. Instructors may be required to adapt their teaching methods and materials to accommodate the student's individual need.

The curriculum can be implemented in several ways. One particularly effective plan is a learn/work plan. The student spends part of the day in live instruction/self-study and the remainder of the day working. Training during the working phase is supervised by the course instructor. If this pattern is chosen for the 80-hour course, the training could be implemented over a four-week period. Two hours of live instruction/self-study would occur daily followed by two hours of supervised field experience for five consecutive days. The remainder of the day would be a regular work period in the facility. This five-day work session would be in place for three weeks. During the last week, time would be adjusted for only a 15-hour block of time to equal the total 80-hour requirement.

An alternative method to the learn/work plan is a class/work session. In this plan, the student spends several hours per day in live instruction and/or self-study for two to three days. Supervised clinical experience occurs on different days from the live instruction/self-study sessions. The clinical can be arranged for part of the day or for it to occur in a complete eight-hour session. Sufficient time should be scheduled to accommodate the required 34-hours of live instruction/self-study and 34-hours of clinical field instruction.

Implementing this course for the live instruction/self-study hours and field practice should not be hurried, particularly, if the students lack experience with formal instruction and/or skills in adult/family care homes. Instructors should allow ample opportunity for the students to contribute to the learning process and to prepare for the assignments that accompany the instructional offering. Goal setting should be directed toward a positive experience where the student will be successful in meeting the identified outcomes.

If a less concentrated course structure is desired for the time schedules, the total course could be taught over a period of several months. The total course should not exceed a six-month period of time.

TEACHING RESOURCES

Many required resources such as the clinical evaluation checklists, vocabulary lists, discussion questions, skills/procedures and tools for competency testing are included in this module. Instructors can use these materials at their own discretion. Often, some of the assignments/exercises listed in the different units cannot be completed within the identified time frame. Instructors will have to choose which items are necessary. Students will be required to read and/or practice skills at undesignated times in order to meet their own learning needs.

This course for personal care staff training can be taught with minimal costs since many of the training materials, films, audio visuals and textbooks on staff training in facilities are available online and through local colleges and libraries. Supplemental resources, printed brochures, pamphlets or teaching guides on resident's personal care needs/health conditions can be secured from community health organizations and/or industry associations.

Clinical field experiences can be arranged within local adult/family care homes, thus, training facilities and the equipment needed for skills acquisition should be readily available. Prior to implementing the course, instructors are encouraged to locate all necessary teaching materials and to arrange for the necessary clinical placement.

PERSONAL CARE STAFF AS A STUDENT

The person who is most directly involved in caring for the resident on a 24-hour basis is the personal care staff. This is a serious responsibility; one that should be respected. Because personal care staff do provide over 90% of the care/services for residents, it is important that their own training be built on adult principles and include essential content to ensure, at a minimum, competency and safety.

As adult students, personal care staff will come to the classroom with varied backgrounds; they will display different attitudes about elderly/disabled persons and they will, most likely, evidence varying levels of maturity. Their motivation and readiness to learn will vary; their willingness to change/unlearn old habits will differ. In many instances, personal care staff will have different perceptions about adult development or the aging process. Personal care staff will have different understandings about acute and chronic illness or disease processes. Language skills, communication barriers, ability to form interrelationships with others or to support independent functioning, despite a physical/emotional limitation, will vary.

The individual knowledge, skills and abilities of the personal care staff will be based on their own life's experiences. One commonality that will always be evident is the personal care staffs' desire for respect as the "front line worker" in the adult/family care home.

As adult students, students are most often excited about learning when they are actively engaged in the process. Students learn by doing, practicing and problem solving. Active participation in class discussion, small group activities and/or one on one conversations with the instructor strengthen interrelationships. Mastery of content occurs more readily when individualization is incorporated into the learning process. Further, these activities strengthen communication and listening skills which are essential attributes for the personal care staff.

Likewise, as adult students, instructors should be constantly aware of their progress. Results of much of the learning can be measured by using many of the teaching/learning/evaluation methods identified in the curriculum/unit outlines or by using the skills checklist, on a regular basis, to show achievement of expected outcomes.

OVERVIEW OF THE TRAINING

The curriculum for the personal care training is designed to meet the 80-hour state requirement. The sections include: (1) personal care skills; (2) cognitive, behavioral, developmental and social care; (3) residents' rights; (4) basic nursing skills; (5) basic restorative services; (6) observation and documentation; (7) basic nursing skills for special health related tasks and (8) skills lab for the practice of special health related personal care tasks.

The sections on basic personal care tasks which require a competency evaluation by a registered nurse, a licensed physical therapist or licensed occupational therapist have been identified as skills to be demonstrated in each of the clinical practice sessions. Content on the basic principles supporting the "how to" will be discussed in the class content where appropriate.

